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UNIVERSITY OF BRITISH COLUMBIA AND UNIVERSITY OF VICTORIA



University of
British Columbia
Main Campus

July 14 - 18, 2003

2003 Summer Literacy Institute Final Report

Prepared by Jean Rasmussen

FUNDED by
The National Literacy Secretariat,
Human Resources Development Canada
& BC Ministry of Advanced Education

Bridging Cultures



Strengthening Communities

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2003 LITERACY SUMMER INSTITUTE
Bridging Cultures, Strengthening Communities

Hosted by



FINAL REPORT
August, 2003

Prepared by:
Jean Rasmussen
Director, Community/Family Development & Training
Literacy BC

For
B.C. Ministry of Advanced Education
&
The National Literacy Secretariat,
Human Resources Development Canada

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And a special thanks to our **Facilitators**: Dr. Ron Faris (Learning Communities), Elaine Cairns and Laureen MacKenzie (A-LAPS). To all of you we extend our deepest gratitude for the work you are doing to enrich the lives of individuals and families in British Columbia and Canada.

Thank you to the participants at the Summer Institute who endured the long hours and intense "brain work" needed, and for the commitment, experience and expertise you bring to the literacy/ABE field. And lastly, to Miriam Tratt whose organizational and people skills were indispensable.

All the best,
Jean Rasmussen
Director, Community/Family Development & Training
Literacy BC

A. INTRODUCTION

I. Background Information - The Need

In 1994, 1996, 1998, 1999 and 2001 Literacy BC planned and conducted a Summer Literacy Institute. All Institutes were filled to capacity and very well received.

To date we have provided training in action research, literacy program development, workforce education, volunteer tutor coordination, family literacy program development and training, and a forum on best practices in the family literacy field, which resulted in the development of the *BC Framework of Statements and Standards of Best Practices in Family Literacy*.

Our workshops have covered topics as diverse as early brain development and population health; facilitating adult education – theory into practice; strategic planning for family literacy program development and sustainability; phonological awareness and the process of learning to read and write; prior learning assessment and portfolio development; and networking in cyberspace.

There continues to be an expressed need to provide in-depth professional development and training for literacy/ABE practitioners in BC that builds on their current knowledge, skills and expertise in a variety of content areas. Literacy Institutes enhance good practice in the field and create an opportunity for practitioners to network with colleagues, share ideas and discuss critical issues related to literacy practice.

One of the expressed needs yet to be addressed by a Summer Literacy Institute was in the area of effective teaching strategies and training/support for literacy/ABE practitioners working with First Nations learners. Participants who have attended previous Institutes identified this as a high area of need.

II. Objectives and Actions of the Project

Objective 1.

To plan and conduct a two-week Summer Literacy Institute, that will provide training and support for literacy practitioners, with a focus on effective strategies and skill development related to working with First Nations learners. A minimum of two (2) courses and/or a series of practical workshops for at least 80 literacy practitioners and program coordinators will be offered.

Action

Planned and hosted a one week Summer Literacy Institute that provided training for 33 participants from a broad spectrum (**please see Appendix 4 for participant list**).

Due to unforeseen circumstances, which resulted in low enrollment, the Family And Child Education (FACE) course was cancelled.

Objective 2.

To plan and conduct a one-day Forum around best practices related to working with First Nations learners.

Action

Due to unforeseen circumstances, which resulted in low enrollment the One-Day Forum: Bridging the Cultural and Geographical Divide was cancelled.

Objective 3.

To provide an opportunity for cross-cultural dialogue between First Nations educators/learners and literacy/ABE practitioners.

Action

Both courses, *A-LAPS* and *Learning Communities: Linking Life-long Learning and Literacy in a Knowledge-based Society* offered many opportunities for cross-cultural dialogue.

Objective 4.

To provide an opportunity for building and strengthening the provincial literacy/ABE network related to professional development/training.

Action

Our Monday evening gathering and closing reception provided informal opportunities to strengthen existing networks and build new ones. Both courses provided a formal venue for professional development.

Objective 5.

To establish an advisory committee with representatives from organizations that support First Nations people, literacy/ABE practitioners who work with First Nations learners, Literacy BC, and First Nations learners to help guide course/workshop selection and content, as well as, plan for the Forum on best practices.

Action

Literacy BC established an ad-hoc Advisory Committee, made up of representatives from the literacy field in BC and Canada, First Nations organizations in BC, Indian and Northern Affairs Canada (INAC) and University of Victoria regarding course/forum topics.

III. Purpose of the Report

The purpose of this report is to document the process, activities and results of the 2003 Summer Literacy Institute, which includes:

- ❖ Institute Design
- ❖ Summary of Project Activities
- ❖ Description of Courses
- ❖ Evaluation Results
- ❖ Recommendations for Future Institutes

This report provides an opportunity for those in the field who were unable to attend the Institute to participate in the process. It can also act as a guide to other organizations who are interested in setting up Literacy Institutes.

B. SUMMER LITERACY INSTITUTE

I. Institute Design

The 2003 Summer Literacy Institute was held at the University of British Columbia, Main Campus, July 14th to 18th. Participants had the option of staying on campus or finding accommodation elsewhere. The registration fees reflected this choice. On-site participants paid \$700, which included accommodation, breakfast and lunch, training and all course materials. Participants not staying on campus paid \$600, which included lunch, training, and all course materials. All Institute participants had the opportunity to attend our Monday evening social gathering, as well as a closing reception Friday afternoon.

In total, participants had 33 hours of organized professional development training (Monday – Thursday 9:00 a.m. – 5:00 p.m., with one hour lunch break daily and Friday, 9:00 a.m. – 2:00 p.m.).

II. Summary of Project Activities

September 2002 to December 2002

- ✓ prepared a project outline, with time lines
- ✓ consulted with the literacy field in BC and Canada, First Nations organizations in BC, Indian and Northern Affairs Canada (INAC) and University of Victoria regarding course/forum topics
- ✓ established course selection and forum topic
- ✓ researched credit course possibilities (credit was given to participants registered for the Learning Communities course through University of Victoria's CACE program)
- ✓ contacted course/forum instructors/presenters
- ✓ developed curriculum topics with instructors
- ✓ established an ad-hoc Advisory Committee
- ✓ developed publicity plan
- ✓ booked the site for the Institute
- ✓ arranged accommodation, meals, on site logistics

January 2003 - March 2003

- ✓ contracted instructors and forum presenters
- ✓ implemented publicity plan
- ✓ developed registration process
- ✓ designed, developed, printed and distributed 1500 - 2003 Summer Literacy Institute brochures (please see Appendix 1)
- ✓ Posted information and Pdf. version of the brochure in a variety of electronic locations (Please see section IV – Promotion of the Institute)
- ✓ began advertising for the Institute

April 2003- June 2003

- ✓ conducted registration process
- ✓ coordinated all required course materials, resources
- ✓ planned, designed and printed evaluation tools
- ✓ finalized all details
- ✓ confirmed all SLI facilitators
- ✓ booked all necessary classrooms, special lecture halls and equipment
- ✓ made all catering and amenity arrangements
- ✓ made all necessary arrangements for a special evening reception for participants to meet and network
- ✓ **Family and Child Education (FACE) course and one day forum: Bridging the Cultural & Geographical Divide were cancelled (all registered participants were contacted and encouraged to enroll in Week Two courses)**

July 2003

- ✓ hosted the 2003 Summer Literacy Institute – July 14th to 18th
- ✓ prepared, printed and distributed SLI Final Report

III. Overview of the Major Components

- ❖ 2 week-long courses
- ❖ Evening gathering
- ❖ Closing reception

Courses

Aboriginal Literacy and Parenting Skills (A-LAPS)

Learning Communities: Linking Life-long Learning and Literacy in a Knowledge-based Society

Evening Gathering

Monday, July 14th, Sage Bistro, UBC

Closing Reception

Friday, July 18th, Hennings Building Rm. 304, UBC

IV. Promotion of the Institute

The 2003 Summer Literacy Institute was promoted in a variety of ways:

❖ **1400 brochures were printed and mailed to:**

- First Nations organizations (e.g. First Nations Education Steering Committee (FNESC), Chief Dan George Centre for Advanced Education, etc.)
- Aboriginal Headstart programs
- BC Native Friendship Centres
- Provincial and Territorial Literacy coalitions and National Literacy Secretariat
- Regional and Family Literacy Coordinators
- Community colleges, school districts, and community based literacy programs in BC
- Community organizations and advocacy groups
- First Call (60 provincial coalition partners in BC)
- Targeted libraries across BC
- Adult Learning Development Association (ALDA)
- Learning Disabilities Association of BC (LDABC)
- International Dyslexia Association BC Branch
- BC Association for Community Living (BCACL)
- BC Coalition for People with Disabilities
- University of British Columbia - Faculty of Education
- Simon Fraser University - Faculty of Education
- University of Victoria - Faculty of Education
- One to One Children's Literacy Society
- National Library of Canada
- Literacy Coordinators of Alberta
- Literacy BC Board of Directors
- BC Association of Family Resource Programs
- Early Childhood Educators of BC
- BC Council for Families
- Ministries of: Health, Children and Families, Education, Advanced Education
- Indian and Northern Affairs Canada (Federal and Provincial departments)

❖ The Brochure was also posted online at:

- Literacy BC website
- Literacy BC electronic conferencing service (The Hub and eLit)
- The BC Ministry of Advanced Education listserv
- The BC Ministry of Education listserv
- First Call weekly listserv
- info@firstnation listserv
- University of British Columbia – Human Early Learning Partnership listserv
- University of Victoria - Certificate in Adult and Continuing Education (CACE) listserv
- The Yukon electronic conferencing service

V. Registration

Registration was conducted on a first come, first served basis by fax, telephone, mail and email. Participants paid by cheque or credit card.

Check-In

Participants staying on campus registered Sunday afternoon between 3 p.m. and 9 p.m. at Gage Towers. Those staying off campus registered Monday morning between 8 a.m. and 9:00 a.m. in the Hennings Building. All participants were mailed a registration package (see Appendix 2), which included a letter of confirmation and directions to UBC, 4 different maps of the university and information about services available on campus. Upon arrival, participants were given a personal name tag and meal tickets (breakfast and lunch for those residing on campus, lunch tickets for those staying off campus), and a reminder invitation/map for our Monday night gathering.

Demographics

The following is a breakdown of the participants who attended the Institute:

- ❖ 33 people in total participated
- ❖ 18 people were enrolled in the Learning Communities course
- ❖ 15 people were enrolled in the Aboriginal Literacy and Parenting Skills (A-LAPS) course
- ❖ of the total number of participants, 28 were from British Columbia, 1 from the Yukon, 1 from Alberta, 2 from Manitoba and 1 from Ontario
- ❖ representatives from three provincial ministries (Health, Children and Families, Advanced Education Training and Technology)
- ❖ a representative of Human Resources Development Canada – BC Regional Office
- ❖ the Executive Director of Literacy Partners of Manitoba attended the Institute
- ❖ a representative from the BC Coalition of People with Disabilities was in attendance
- ❖ two Literacy BC staff
- ❖ three BC regional literacy coordinators (Cariboo-Chilcotin, Northwest and West Kootenays)
- ❖ a diverse group of community members from within and outside of the literacy field – e.g. a representative from the Prince George Native Friendship Centre, libraries, Penticton Indian Band Health Department, Iskut Valley Health Services Headstart Program, Lillooet Infant Development Programs, School District 70 – Alberni, the Squamish Nation and more

V. Description of Courses

Aboriginal Literacy and Parenting Skills (A-LAPS) Training

Facilitators:

Elaine Cairns, BA, BEd, has worked in the field of literacy and ESL for 9 years. She has been a volunteer tutor, instructor, ESL administrator and literacy coordinator. Elaine is co-manager of the Literacy and Parenting Skills program and the Calgary Community Family Literacy program at Bow Valley College, Calgary.

Laureen Mackenzie, BA, BEd, MA, brings 31 years experience in the education field as a teacher, administrator, parent life facilitator, counsellor, volunteer and program developer. Laureen is co-manager of the Literacy and Parenting Skills program and the Calgary Community Family Literacy program at Bow Valley College, Calgary.

Location: Hennings Building, Room 302

9:00 am to 4:30 pm

About A-LAPS

The Aboriginal Literacy and Parenting Skills program, developed in Alberta, is an innovative family literacy program for Aboriginal parents. A-LAPS uses “low-level” literacy materials to strengthen the literacy and parenting skills of participants and provides them with strategies to model exemplary literacy practices with their children.

About A-LAPS Training

This course taught how to facilitate an A-LAPS family literacy program. Topics and areas that were covered include:

- facilitation vs. instruction
- identifying and assessing literacy needs
- parenting styles
- strategies for working with at-risk parents
- cross-cultural approaches/sensitivity
- community involvement

5-Day Agenda Outline– A-LAPS Facilitator Training

Monday, July 14

Morning

1. Welcome and Introduction
2. Six Hat Thinking
3. Past Struggle
4. Show A-LAPS video
Allow time for feedback.
5. Orientation to the manual and literacy features in LAPS
6. Trainers’ Demonstration of LAPS activity
7. What makes A-LAPS culturally appropriate
 - Activity: What is our community like?

Afternoon

- Energizer
 - A-LAPS pre-session
 - Review literacy features if it has not been covered
8. Ice Breaker
Children’s Books Literacy activity
 9. Homework assignment

Tuesday, July 15

1. Ice Breaker
2. Share homework assignment
3. Facilitation module
4. Review A-LAPS scenarios/issues
5. Discussion of group dynamics

Wednesday, July 16**Morning**

1. Ice Breaker
2. Journal Entry
3. Literacy Module—see TT manual
Break
4. Demonstrations with debriefing/feedback after each.
5. Discuss group dynamics and do the group dynamic activities if it was not covered yesterday afternoon.

Afternoon

6. Ice Breaker
7. Parenting Module
8. Homework

Thursday, July 17

1. Ice Breaker
2. Elder – Storytelling
3. Ice Breaker
4. Demonstrate/debrief lesson plans from yesterday
5. Discussion on Education vs. Therapy
6. Facilitating Multicultural Groups
Individual Assignment

Friday, July 18

1. Ice Breaker
2. Community Involvement
3. Suggestion Circle
4. Closure

Learning Communities:

Linking Life-long Learning and Literacy in a Knowledge-based Society

Facilitator:

Dr. Ron Faris, PhD, is President of Golden Horizon Ventures. Ron teaches graduate courses on *Learning Communities*, and *The Social and Political Economic Context of Learning in Democratic Organizations*, and non-credit workshops on *Life-long Learning at the University of Victoria*.

Location: Hennings Building, Room 304

9:00 am to 5:00 pm

About Learning Communities

This course explored the theory and practice of the learning community concept and its implications for linking life-long learning and literacy in a manner that fosters sustainable community capacity building and development based on local learning partnerships. Learning communities in BC and elsewhere served as case studies.

Use of the Internet prior to and during the course was desirable.

See <http://members.shaw.ca/rfaris> for articles, reports and links to associated sites.

Participants could gain 1.0 CACE elective credit towards their CACE certificate with successful completion of their assignments.

This course is transferable among CACE programs at the Universities of Victoria, Alberta, Saskatchewan and Manitoba; and at the University College of the Fraser Valley (B.A., Adult Education), University of Alberta (B.Ed, Adult Education), Athabasca University (Certificate in Career Development), and Vancouver Community College (Instructor Diploma Program, Adult Education Diploma).

For more information contact:

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CACE Website: <http://www.uvcs.uvic.ca/csie/cace/>

Pre-Workshop Requirement: Participants were required to gather core socio-economic data (format provided upon registration) of their community as the basis of a community profile that they developed and used during the course.

Assignments	Value
• Pre-Course community profile (format provided)	25%
• Course participation	25%
• Community Action Plan	50%

5-Day Agenda Outline - Learning Communities

Monday, July 14	Orientation/Environment Scan & Core Concepts/Definitions
9:00 – 10:00	Workshop orientation and introductions
10:30 – 10:45	Refreshment break
10:45 – 12:00	Plenary then Groups: Environment Scan and Future: Knowledge-based Economy and Society
Lunch	
1:00 – 2:00	Plenary Overview: <i>Building Bridges Between Aboriginal and Non-Aboriginal Communities</i> – Overhead presentation and discussion
2:00 – 3:15	Plenary then Groups: Urban examples by geographic area. Participants choose one area and downloaded info prior to workshop (Canada, UK, and Europe). 1. Canada (Lillooet) - http://lillooetlearns.ca 2. UK (Birmingham) http://www.coreskills.co.uk/documents/adultbasicskills/3year.html 3. Europe (Learning villages in Finland etc) - http://www.eucen.org/conferences/past/Barcelona/Speeches/HELKA_Barcelona2.doc
3:15 – 3:30	Refreshment break
3:30 – 4:30	Plenary then Groups: Core concepts/terms: learning; community; lifelong learning/education; formal/non-formal/informal learning; learning targets and objectives; Aboriginal knowledge and value base; social and human capital; new literacy (including civic, ecological, emotional, IT and communicative)
4:30 – 5:00	Plenary: review of day and evening reading/assignment
Tuesday, July 15	Some Analytical Concepts: Lifelong Learning; Community Profiles/Mapping
9:00 – 10:30	Plenary: review and discussion of lifelong learning as an organizing principle
10:30 – 10:45	Refreshment break
10:45 – 11:00	Plenary: discussion of community mapping/sectors
11:00 – 12:00	Group/individual development of community profiles. Participants choose team or individual work.

Lunch	
1:00 – 2:00	Plenary: discussion of community profiles
2:00 – 2:30	Plenary: Community Purposes – CHEERS
2:30 – 3:15	Community Values/Direction clarification – Plenary then Group
3:15 – 3:30	Refreshment break
3:30 – 4:30	Plenary: Group presentations re Community Values/Direction clarification
4:30 – 5:00	Plenary: review of day and evening reading/assignment
Wednesday, July 16 An Evidence-Based Approach: Multi-disciplinary Research for Action	
9:00 – 10:30	Plenary: Multi-disciplinary models & evidence (B.C. indices as example)
10:30 – 10:45	Refreshment break
10:45 – 12:00	Plenary: Health Promotion (health determinants and neuroscience) and Political Economy (social and human capital)
Lunch	
1:00 – 3:15	Plenary then Groups: Ecological literacy and Communitarian values
3:15 – 3:30	Refreshment break
3:30 – 4:30	Experiential Learning – John Dewey and Paulo Friere (video) including differences in solo and social learning
4:30 – 5:00	Plenary: review of day and evening reading/assignment
Thursday, July 17 Literacy and Experiential Learning: From Service-Learning to Community Action Plans	
9:00 – 10:30	Service-learning workshop: Plenary then Groups
10:30 – 10:45	Refreshment break
10:45 – 11:30	Plenary: Groups report on possible service-learning projects
11:30 – 12:00	Plenary: Community Learning Networks: Learning Technologies and Literacy
Lunch	
1:00 – 1:30	Plenary: The 3 P's of Success
1:30 – 2:00	Plenary: Developing a Community Action Plan: Learning Targets and Objectives + 9 steps
2:00 – 3:15	Groups: Individual/team work on 9 steps
3:15 – 3:30	Refreshment break
3:30 – 4:30	Plenary: Group reports on 9 steps
4:30 – 5:00	Plenary: Review of day and evening reading/assignment
Friday, July 18 Sharing Community Action Plans	
9:00 – 10:30	Plenary then Groups: Developing/Sharing Community Action Plans
10:30 – 10:45	Refreshment break
10:45 – 12:00	Groups then Plenary: Sharing Community Action Plans Lunch
1:00 – 2:30	Plenary: Sharing Community Action Plans
2:30 – 3:00	Plenary: review of assignments and workshop

(See Appendix 3 for Learning Communities course material)

C. EVALUATION RESULTS

The following course evaluation summaries are intended to give a snapshot view of participant reaction to the courses. **The bolded numbers represent the total number of responses to each rating.**

Course: **Aboriginal Literacy and Parenting Skills (A-LAPS) Training**
Facilitators: **Elaine Cairns and Laureen Mackenzie**
Date: **July 14 to 18, 2003**

15 people attended this course – 10 completed an evaluation. The results are as follows.

1. Overall rating of the course:

Excellent	Good	Average	Poor
1	2	3	4
9	1		

2. The course facilitator(s) was knowledgeable about the topic(s):

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
9	1			

3. The course facilitator(s) encouraged discussion and participation:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
10				

4. The course facilitator(s) used a variety of activities in the course:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
10				

5. The material presented will be useful to me:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
10				

6. Things I found particularly useful or stimulating were:

- ◆ group activities, discussions with participants
- ◆ great workshop
- ◆ I found all aspects of the course useful – I can see ways to use A-LAPS at the First Nations Urban Community Society
- ◆ everything was great
- ◆ it was comfortable enough for me to share my stories of our culture
- ◆ it's stimulating to go through material with others – a collaborative effort rather than take-home and work through on your own
- ◆ networking
- ◆ idea sharing
- ◆ discussion of barriers
- ◆ cultural information – interested in more information on BC bands and their customs
- ◆ learning from other participants
- ◆ sharing stories and cultures
- ◆ the activities were wonderful – the facilitators gave me a strong sense of how to apply them with a group of parents
- ◆ the interaction was fabulous and the general approach to ideas, topics and learning was wonderful
- ◆ it was a thorough, relaxed, very informative training session. On day five I still felt invigorated enough to continue
- ◆ practice facilitating activities

7. Suggestions for improvement (e.g. facilitator's style, content of course, activities, facilities and equipment, etc.)

- ◆ ensure Elder participation before the beginning of the course. This is especially important for facilitators and participants to be welcomed to territory when any native issues will be discussed on their territory
- ◆ larger classroom space for mobility and exercise – circle space
- ◆ the facilitation was truly excellent. Elaine and Laureen were approachable, open, informed and very interested in us participants

8. How do you think you will be using A-LAPS

- ◆ I will introduce the program to two of the reserves. I think both bands will be interested in A-LAPS
- ◆ I will hopefully be doing A-LAPS in my community. Before that time I will incorporate A-LAPS thinking into all of my programs. The awareness that A-LAPS has given me is an awakening that I welcome
- ◆ incorporate into existing group
- ◆ to train trainers
- ◆ incorporate into Headstart program and other programs
- ◆ I will use it in the community of Quesnel by offering it to existing parent groups. I will also try to offer it to a remote community 100 kms west of Quesnel with a population of 400 through some grants and donors

Course: **Learning Communities: Linking Life-long Learning and Literacy in a Knowledge based Society**
 Facilitators: **Ron Faris**
 Date: **July 14 to 18, 2003**

18 people attended this course – 12 completed an evaluation. The results are as follows.

1. Overall rating of the course:

Excellent	Good	Average	Poor
1	2	3	4
4	5	3	

2. The course facilitator(s) was knowledgeable about the topic(s):

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
8	4			

3. The course facilitator(s) encouraged discussion and participation:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
5	3	2	1	1

4. The course facilitator(s) used a variety of activities in the course:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
1	5	3	2	1

5. The material presented will be useful to me:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5
6	5	1		

6. Things I found particularly useful or stimulating were:

- ◆ very good framework. Easy to implement and explain to my community
- ◆ networking with the other students
- ◆ reading material and student presentations
- ◆ the way Ron allowed for group discussion on all topics
- ◆ sharing of knowledge
- ◆ excellent course, I will go back to Fort McMurray energized
- ◆ class discussions and the interweaving of historical, political and economic facts
- ◆ resources that can be taken back for application
- ◆ wealth of knowledge of course participants
- ◆ networking, knowledge of facilitator, discussions, study groups
- ◆ content and instructor surpassed – integrated, international knowledge base -excellent and numerous resources stated, good reading list etc.
- ◆ advance reading and information gathering to focus on data
- ◆ free evenings helped to reflect and absorb information in a beautiful setting
- ◆ Ron's incredible experience and history in education and theories of learning. He integrated knowledge base, including history, economics political science, and how this relates to learning, social democracy and justice
- ◆ varied backgrounds of participants
- ◆ the freedom to speak about issues we share
- ◆ other members of the group and their stories, ideas and opinions
- ◆ amazing level of info/history/research
- ◆ practical experience shared by instructor and participants extremely useful
- ◆ the concept of social capital and the ways in which literacy programs contribute to strong communities
- ◆ ideas for service learning and economic development
- ◆ staying on campus allowed for networking and discussions
- ◆ breakdown of learning communities from classmates
- ◆ the Facilitator is very knowledgeable, passionate and respectful, but had difficulty with instructional style
- ◆ five day course worked well – it allowed the time for discussion

8. Suggestions for improvement (e.g. facilitator's style, content of course, activities, facilities and equipment, etc.)

- ◆ I would like to see more collaborative and cooperative learning incorporated into the delivery of the course
- ◆ more opportunities or interactive /experiential activities along the lines of the "Inukshuk" activity, which was stimulating, fun and memorable
- ◆ a resource table for those that wish to share
- ◆ more variation in group activity vs plenary
- ◆ more peer teaching, pooling of experience and resources on part of participants
- ◆ dialogue journal daily with instructor or peer to mediate our learning and daily reflection
- ◆ I didn't feel that even after 5 days, I have gained a really clear picture of what a Learning Community is

- ♦ involve more media and learning technologies, eg. Video community snapshots of some of the BC Learning Communities, web-links, demos
- ♦ more icebreakers, energizers and group dyads/triad and debates to help assimilate information
- ♦ shorter days (9-3pm) and longer course (8-10 days)
- ♦ great networking and framework - however I thought we'd be more active in practical e.g., not 4 days of theory focus (I'd prefer to read that but use time together for more action)

2003 Summer Literacy Institute Evaluation

The following are samples of participant comments taken from the overall Institute evaluation. In general, participants felt that the Institute was well organized and provided them with the opportunity to network with colleagues in the literacy/ABE field, receive high quality instruction and increase their skill level. There were 33 participants over the one-week institute. 23 participants filled out the Institute Evaluation. The following are samples of the comments we received.

Section One: Summer Institute Organization

Participants were asked to rate the following aspects of the Institute.

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
1. Pre-Institute Publicity			1 0	2 1	3 5
2. Accessibility of Information			1 1	2 0	3 5
3. Registration Process			1 0	2 0	3 4
4. Confirmation			1 0	2 1	3 4
5. Registration Desk			1 0	2 1	3 2
6. Facilities for Sessions			1 0	2 0	3 5
7. Accommodation			1 0	2 1	3 4

8. Meals	1	2	3	4	5
	0	2	10	7	4
9. Parking	1	2	3	4	5
	2	0	2	3	7

Comments on Organization:

- ♦ you know how to do it right!
- ♦ superior level of organization and facilities.
- ♦ thank you for keeping us so well-hydrated and well-fed - the snacks were great! (the food in the cafeteria, however, was not that wonderful)
- ♦ pre-reading details and such like should have been mailed earlier to those who could not get email - it was an issue for some
- ♦ good work!
- ♦ UBC's parking is very expensive even in the summer! Very car unfriendly.
- ♦ very good
- ♦ refreshments were awesome – thank you!!

Section Two: Structure of Institute

1. Did the Institute meet your expectations? In what way(s)?

- ♦ yes - wonderful opportunity to connect and learn from other literacy practitioners
- ♦ yes - invoked higher learning
- ♦ yes -the networking within the group and sharing of information/practice
- ♦ great networking, amazing people to learn from, a wealth of experience and not just from the literacy community
- ♦ A-LAPS was great - the training exceeded my expectations
- ♦ having the time to go through processes
- ♦ yes and no - a good review of facilitator methods for this particular program - no, wanted facilitator training of trainers
- ♦ yes – information, no – group work, learning/teaching style not fitting with summer institute
- ♦ yes - great discussion, sharing of ideas etc.
- ♦ excellent reception and closure activity
- ♦ I wasn't sure what to expect so I was pretty open for anything - I learned quite a bit about adult education and a lot about history

2. Did the Institute provide an opportunity to extend literacy networks? In what way(s)?

- ♦ yes - introduced me to other members of the literacy community across the country
- ♦ yes - Ron is very knowledgeable
- ♦ yes – Manitoba, Fort McMurray and the Yukon
- ♦ room assignment, group work
- ♦ gathering
- ♦ absolutely, emails, resources
- ♦ by connecting and giving us many opportunities to bond

- ♦ yes - but everyone is from the West
- ♦ yes –social, work wise -the usual
- ♦ yes - knowledge of other projects and people
- ♦ very much – lots of discussion and talk time, the best part
- ♦ yes - I enjoyed meeting everyone and was able to access some great information re potential funders, curriculum ideas etc
- ♦ yes - Monday gathering, gathering at Sandy's, living together, lunches, breakfast
- ♦ definitely – meet others in similar work, close to my community and also assisted others to problem solve
- ♦ yes - this year I had a wide range of knowledge and ideas - I wished I had brought my team so that they could share in the learning experience with me
- ♦ very much so - I didn't know anyone except one person – now I have more human resources

3. Would you attend another Summer Literacy Institute in the future?

Yes 23 No 0

Why/why not?

- ♦ Yes – but make it an annual event – 2 years between events is too long
 - ♦ to meet and share with others
 - ♦ a good learning/networking opportunity
 - ♦ this training was excellent!
 - ♦ on going ProD is important
 - ♦ well done
 - ♦ good opportunity to hear about other programs – very motivating
 - ♦ great week
 - ♦ mainly to keep in the loop, to keep learning
 - ♦ the courses provide the inspiration and motivation to carry one through the year, especially when working in isolation
 - ♦ very efficient way to focus on key concepts and help 20 people all learn from each other
 - ♦ have attended a few – they have all been worthwhile
 - ♦ this is my second Institute and I have left both with renewed feelings of excitement about the work and with increased knowledge
 - ♦ excellent value, good organization -Gage worked well – meal program great – reasonably priced
 - ♦ It's given me a lot to think about and I like that
- 4. What topics would you like to see addressed in the future?**
- ♦ I would like to see colleagues from across the country or province presenting in their area of expertise
 - ♦ SOI – Reading Camps - HIPPY
 - ♦ more First Nations literacy
 - ♦ more of the same, more in-depth

- ◆ barriers to the ideas of teaching “parenting” or use of that terminology – alternative words
- ◆ civic literacy
- ◆ learning disabilities – counseling
- ◆ the effects of residential schools on parenting skills
- ◆ service learning – influencing policy - “Freedom Fighters”
- ◆ more on community development – learning disabilities – learning styles – assessment – more on Surrey School
- ◆ youth literacy, libraries and literacy

5. How will you use the skills/knowledge gained as a result of the Institute in your work?

- ◆ initiate and become a member of a learning community
- ◆ implement learning community suggestions
- ◆ I will be better able to assist students
- ◆ look at issues from a new perspective – look into the community for direction and answers
- ◆ increased facilitation skills
- ◆ direct service delivery
- ◆ offer this program
- ◆ offer a parenting program
- ◆ will use at work – ECD and parenting
- ◆ start a program with my parents and use the vehicles that we used
- ◆ facilitate training of trainers
- ◆ directly
- ◆ new project possibly – networking with learning community
- ◆ build an electronic city wide network – a list serve of “learning” related people and groups
- ◆ I am much better prepared to assist in areas such as community mobilization, research, policy development etc.
- ◆ I’ll apply all concepts and my design of action plan immediately. I’ll now have an informed bases of advocating for this “joined up” solution
- ◆ work on a community learning plan
- ◆ promote the concept of a Learning Community in my home town
- ◆ I want to operationalize a Learning Community in Prince George – loved the framework and knowledge base which is very applicable – discuss PONFC as a learning community – action plan to gauge where we are
- ◆ I’ll write a report for my teacher’s association and talk to people in the community

6. Name one or two goals you now have for yourself as a family literacy practitioner?

- ◆ continue to embed the projects in the community
- ◆ to become more informed in the international and national field of family literacy
- ◆ more funding – to value life long learning
- ◆ be aware
- ◆ offer A-LAPS

- ◆ to introduce this A-LAPS program to a local band
- ◆ will look at a proposal for literacy group
- ◆ to assist parents in their concerns – to facilitate parent and child interaction
- ◆ to broaden my definition of literacy
- ◆ to maintain and build upon the contacts I've made this summer – to develop/organize a resource database
- ◆ to advocate a learning community approach with Canadian Learning Institute – to involve all learnings and Ron in local project
- ◆ I'm not one – work as Administrative Manager, however, implement learning community in Prince George via Make Children First (learning site) and other partners
- ◆ To join the college board – make connections with the band

7. The most useful aspect of the Summer Literacy Institute was:

- ◆ fellow participants and Ron's wealth of knowledge
- ◆ class discussion
- ◆ information sharing
- ◆ listening and learning from fellow colleagues
- ◆ all of it was useful
- ◆ everything
- ◆ the process and material
- ◆ the open approach and flexibility of using the A-LAPS manual
- ◆ meeting people
- ◆ sharing information/ideas with other participants
- ◆ many discussions/debates - it clarified a lot of my thinking
- ◆ opportunity to network and learn from other literacy practitioners
- ◆ great people, energy, 9 steps to develop mental plan, fantastic list of resources for further study
- ◆ networking, discussions, opportunities to reflect, process, discuss, learn about programs across Canada
- ◆ resources provided
- ◆ integrated knowledge base of both Ron and the group
- ◆ listening to other rural/urban people that have similar issues and realizing we're not far off each other

8. The least useful aspect of the Institute was:

- ◆ long days
- ◆ long class hours
- ◆ everything was useful
- ◆ lectures
- ◆ sometimes the "lectures" went too long – 9 – 5 is also too long, should be 9 – 4
- ◆ all aspects were useful

9. What improvements would you suggest?

- ◆ really enjoyed the SFU venue -UBC is too large and too busy and too impersonal
- ◆ spread courses out over a longer number of days
- ◆ networking or meeting between the different groups
- ◆ food allowance rather than meal tickets at cafeteria if at UBC
- ◆ elders and a cultural ceremony demonstrated and explained i.e. smudging if all are interested
- ◆ days were very long in my opinion – could maybe accomplish as much going 9 – 4 each day
- ◆ more variety in terms of material delivery (videos, role playing, etc)
- ◆ None
- ◆ could have done more icebreakers, mini-presentations, unpacking terms in group brainstorm, extending activities, action research in the library, peer teaching on readings
- ◆ tighter “community” work within – it got better as the week progressed
- ◆ hosting SLI in other regions of BC

10. Additional comments:

- ◆ excellent!
- ◆ fantastic weather!
- ◆ excellent facilitators
- ◆ need this training in our area - no mention of Metis tradition or special concerns re Metis inclusion or racism stereotyping etc.
- ◆ book lists on Aboriginal resources – Native Studies departments do put out book reviews on Aboriginal content books – anything that is too stereotypical are NOT recommended – book reviews books would be helpful resources for literacy programs
- ◆ extremely well organized – we were very well cared for Jean
- ◆ very well done – thanks!
- ◆ the course was useful, systematic review – good opportunity to revisit adult education, theory, history, best practice, etc.
- ◆ you’ve arranged a cutting edge Institute to inform us on this trend and model of the future - keep it up and pat yourselves on the back!!
- ◆ thank you Jean for all your work – thank you Sandy for your hospitality and generosity
- ◆ thanks so much – this aids me in my quest to be a life long learner

D. SUMMARY AND RECOMMENDATIONS

Summary:

Overall, the participants found the Summer Institute well organized and beneficial. The food, accommodation and classroom facilities at UBC met the needs of most participants.

Many evaluations indicated what a superb opportunity the Institute provided for networking with other literacy practitioners, and some found this to be one of the most beneficial aspects of the Institute. The majority of the participants appreciated the opportunity to increase their professional knowledge.

Recommendations and suggested topics for future Institutes:

- ◆ colleagues from across the province or country presenting in their area of expertise
- ◆ Structures Of Intelligence
- ◆ Home Instruction of Parents with Pre-school Youngsters (HIPPY)
- ◆ more First Nations literacy
- ◆ civic literacy
- ◆ counseling
- ◆ the effects of residential schools on parenting skills
- ◆ service learning – influencing policy
- ◆ more on community development – learning disabilities – learning styles – assessment – more on Surrey School
- ◆ youth literacy, libraries and literacy



LiteracyBC

IN PARTNERSHIP WITH VANCOUVER COMMUNITY COLLEGE,
UNIVERSITY OF BRITISH COLUMBIA AND UNIVERSITY OF VICTORIA

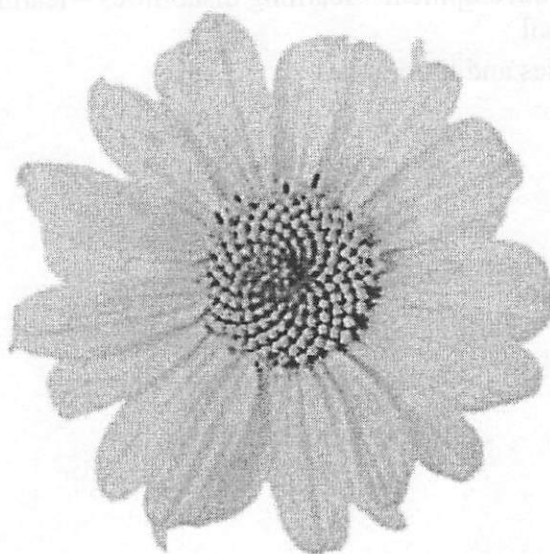
University of
British Columbia
Main Campus

July 7 - 18, 2003

2003 Summer Literacy Institute

FUNDED by
The National Literacy Secretariat,
Human Resources Development Canada
& BC Ministry of Advanced Education

Bridging Cultures



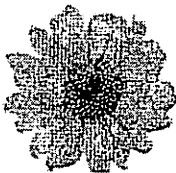
Strengthening Communities

Research

Program Delivery

Partnership Development

Practice



Week One – July 7 – 11, 2003

Family and Child Education (FACE) Training and Overview of Home Instruction for Parents of Preschool Youngsters (HIPPY)

Location: Gage Towers, Mary Murrin Rm
9:00 AM to 5:00 PM

ABOUT FACE

In 1989 the Bureau of Indian Affairs developed the Family and Child Education (FACE) Program, a comprehensive model which includes; home-based, centre-based and school aged services for families and their young children. FACE shares the four components of children's education, adult education, parent time and PACT time with other family literacy programs. However, FACE programs have adapted the model of centre-based family literacy to meet the unique strengths and challenges of an American Indian population, that is sensitive to culture, language and family strengths.

ABOUT HIPPY

HIPPY is an international program that started in Israel in 1969 and is currently being implemented in Turkey, Germany, Chile, Mexico, New Zealand, South Africa, United States and Canada.

HIPPY is a parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond. The program empowers parents by giving them the tools, skills and confidence they need to work with their children in the home.

ABORIGINAL HIPPY program, in partnership with HIPPY Canada, launched two Aboriginal HIPPY sites in March 2003, with another four potential sites to be launched in the fall of 2003. The Chief Dan George Centre will undertake a three year curriculum development project to create culturally relevant materials to be used in the program. This program is generating great interest in First Nations communities across Canada.

ABOUT THE FACILITATORS

SHARYL EMBERTON leads the work of the National Center for Family Literacy (NCFL) with the FACE program. Before coming to NCFL ten years ago, Sharyl worked with young children and their families through Head Start and public school programs for children considered at risk.

NANCY SLEDD has provided training and technical assistance to FACE for four years. Nancy grew up in Nigeria, West Africa and has traveled worldwide. Her background is in adult education and substance abuse prevention education.

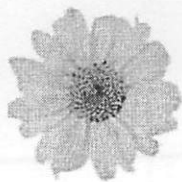
DEBBIE BELL is the Director of Community Education in the Office of Continuing Studies at SFU and founding Director of HIPPY Canada. Debbie has a MA in Adult Education from UBC and has worked on community based programs over the past 12 years that are designed to improve the quality of life for the participants and their communities.

WAZI DLAMINI-KAPENDA is the HIPPY Coordinator in Vancouver and has a BSc and a Diploma in Education from the University of Swaziland and a MA in Public Health (Epidemiology) from Tulane University, New Orleans. Wazi was Chief Epidemiologist for the Ministry of Health in Swaziland and has presented her research work at various conferences worldwide.

SASHA HOBBS is the Associate Director, Chief Dan George Centre for Advanced Education. Sasha (Métis) holds a BA in English from SFU, and a MA in English from UBC. She has worked for the Nicola Valley Institute of Technology, the Native Education Centre, and Simon Fraser University as the First Nations Student Program Coordinator.

WHO SHOULD ATTEND

Literacy / ABE practitioners, teachers, early childhood educators, family resource program coordinators, community workers who work with First Nations / Aboriginal families and parents



Week Two – July 14 – 18, 2003

Choose ONE of the following week-long courses

Aboriginal Literacy and Parenting Skills (A-LAPS) Training

Location: Hennings Building, Room 301
9:00 AM to 4:30 PM

ABOUT A-LAPS

The Aboriginal Literacy and Parenting Skills program, developed in Alberta, is an innovative family literacy program for Aboriginal parents. A-LAPS uses “low-level” literacy materials to strengthen the literacy and parenting skills of participants and provides them with strategies to model exemplary literacy practices with their children.

ABOUT THE A-LAPS TRAINING

This course teaches how to facilitate an A-LAPS family literacy program. Topics and areas that will be covered include:

- facilitation vs. instruction
- identifying and assessing literacy needs
- parenting styles
- strategies for working with at-risk parents
- cross-cultural approaches/sensitivity
- community involvement

ABOUT THE FACILITATORS

ELAINE CAIRNS, BA, BEd, has worked in the field of literacy and ESL for 9 years. She has been a volunteer tutor, instructor, ESL administrator and literacy coordinator. Elaine is co-manager of the Literacy and Parenting Skills program and the Calgary Community Family Literacy program at Bow Valley College, Calgary.

LAUREEN MACKENZIE, BA, BEd, MA, brings 31 years experience in the education field as a teacher, administrator, parent life facilitator, counsellor, volunteer and program developer. Laureen is co-manager of the Literacy and Parenting Skills program and the Calgary Community Family Literacy program at Bow Valley College, Calgary.

WHO SHOULD ATTEND

Literacy / ABE practitioners, teachers, early childhood educators, librarians, family resource program coordinators, community workers who work with First Nations / Aboriginal families and parents.

Learning Communities:

Linking Life-long Learning and Literacy in a Knowledge-based Society

Location: Hennings Building, Room 304
9:00 AM to 5:00 PM

ABOUT LEARNING COMMUNITIES

This course will explore the theory and practice of the learning community concept and its implications for linking life-long learning and literacy in a manner that fosters sustainable community capacity building and development based on local learning partnerships. Learning communities in BC and elsewhere will serve as case studies.

Use of the Internet prior to and during the course is desirable. See <http://members.shaw.ca/rfaris> for articles, reports and links to associated sites.

Participants can gain 1.0 CACE elective credit towards their CACE certificate with successful completion of their assignments.

Pre-Workshop Requirement: Participants are required to gather core socio-economic data (format will be provided upon registration) of their community as the basis of a community profile that they will develop and use during the course.

Assignments	Value
• Pre-Course community profile (format provided)	25%
• Course participation	25%
• Community Action Plan	50%

ABOUT THE FACILITATOR

DR. RON FARIS, PhD, is President of Golden Horizon Ventures. Ron teaches graduate courses on *Learning Communities*, and *The Social and Political Economic Context of Learning in Democratic Organizations*, and non-credit workshops on *Life-long Learning at the University of Victoria*.

WHO SHOULD ATTEND

Literacy / ABE practitioners, teachers, early childhood educators, librarians, family resource program coordinators, administrators, researchers, community service providers and parents.

Registration

Register Early! Space is limited.

Sunday, July 6 - Saturday, July 19, 2003

☐ **TWO weeks WITH accommodation.....\$1400**

(includes access to courses, manuals, resources, breakfast, lunch and Monday evening receptions)

Registration - Sunday, July 6, 3:00 to 9:00 pm - lobby of Gage Towers, UBC

Check-out - Saturday, July 19, 12:00 Noon

Monday, July 7 - Friday, July 18, 2003

☐ **TWO weeks WITHOUT accommodation.....\$1200**

(includes lunch, access to courses, manuals, resources and Monday evening receptions)

Registration - Monday, 8:00 to 9:00 am - lobby of Gage Towers, UBC

Sunday, July 6 - Saturday, July 12 OR Sunday, July 13 - Saturday, July 19, 2003

☐ **ONE week WITH accommodation.....\$700**

(includes access to course, manuals, resources, breakfast, lunch and Monday evening reception)

Registration - Sunday, July 6 or Sunday, July 13 from 3:00 to 9:00 pm - lobby of Gage Towers, UBC

Check-out - Saturday, July 12 or Saturday July 19, 12:00 Noon

Monday, July 7 - Friday, July 11, 2003 OR Monday, July 14 - Friday, July 18, 2003

☐ **ONE week WITHOUT accommodation.....\$600**

(includes lunch, access to courses, manuals, resources and Monday evening reception)

Registration - Monday, 8:00 to 9:00 am - lobby of Gage Towers, UBC

Name/Organization _____

Address _____

City _____

Province _____ Postal Code _____

Telephone _____ Fax _____

E-mail _____

Bill \$_____ to my:

☐ Cheque enclosed (payable to Literacy BC) ☐ Visa ☐ MasterCard

Card Number _____ Exp. Date _____

Cardholder's Name _____ Signature _____

Return the completed
form with registration fee to:
Literacy BC
601-510 West Hastings
Vancouver, BC V6B 1L8

Cancellation Policy: Refunds minus a \$75 non-refundable charge will be given for requests received in writing postmarked no later than May 31, 2003. After that date, we regret no refunds will be issued. However, substitute participants will be accepted.

One Day Forum: Bridging the Cultural and Geographical Divide

What's Working & What's Next?

3 Case Studies / Panel Presentations / Plenary Session
&

Welcoming Ceremony to Musqueam Traditional Territory

Sunday, July 13, 2003

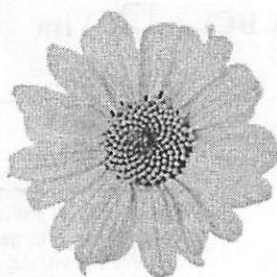
9:00 am to 4:00 pm

First Nations Longhouse - Sty-Wet-Tan Great Hall

\$85 (2003 Summer Literacy Institute participants \$50) Lunch included

Keynote Speakers and Panelists

- Mary Clifford, Director of Health, The Prince George Native Friendship Centre
- Anne Docherty & Karen Erickson, Upper Skeena Learning Community Partnership
- Dr. Ron Faris, University of Victoria and President of Golden Horizon Ventures
- Sasha Hobbs, Associate Director, Chief Dan George Centre for Advanced Education
- Kelly Kitchen, Special Education Manager, BC First Nations Education Steering Committee
- Chief Norm Leech, Lillooet Learning Communities Society
- Chief Fred Sampson, Fraser/Thompson Canyon Learning Communities Partnership



FUNDED by
The National Literacy Secretariat,
Human Resources Development Canada
& BC Ministry of Advanced Education

Bridging the Cultural and Geographical Divide Registration form

Register Early! Space is limited.

Name/Organization _____

Address _____

City _____

Province _____ Postal Code _____

Telephone _____

Fax _____

E-mail _____

Bill ☐ \$85 ☐ \$50:

☐ Cheque enclosed
(payable to Literacy BC)

☐ Visa ☐ MasterCard

Card Number _____

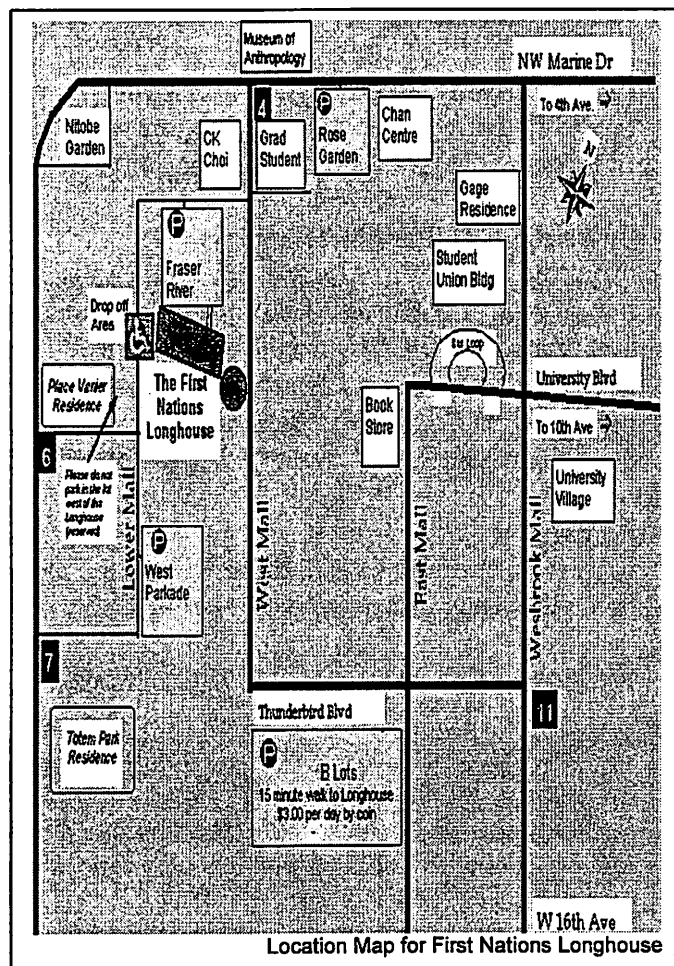
Exp. Date _____

Cardholder's
Name _____

Signature _____



The Longhouse is fully wheelchair accessible with an accessible parking spot located directly west of the building



Location Map for First Nations Longhouse

Return the completed form with
registration fee to:

Literacy BC
601-510 West Hastings
Vancouver, BC V6B 1L8

For more information, contact:
Jean Rasmussen

**Director, Community/Family
Development & Training**

Phone: 604.684.0624 Fax: 604.684.8520

Toll free: 1-800-663-1293

Email: jrasmussen@literacy.bc.ca

APPENDIX 2

Cover Letter

June 23, 2003

Dear Colleagues,

This letter confirms that you are registered in our 2003 Summer Literacy Institute – University of British Columbia (UBC) main campus.

Getting to UBC...

From Vancouver International Airport

From Vancouver International Airport, take bus #424 to Airport Station, transfer to bus #98 B-Line, get off at Granville St. at Broadway, and transfer to either the #10 UBC or #99 UBC buses.

From the B.C. Ferries terminals

From the B.C. Ferries terminal in Tsawwassen, take bus #640 to Ladner Exchange, and transfer to bus #601 Vancouver. Take bus #601 Vancouver until Granville St. at Broadway, and transfer to either bus #10 UBC or #99 UBC. In peak hours, bus #601 may be scheduled as a direct route from the Tsawwassen Terminal to Downtown.

From the B.C. Ferries terminal in Horseshoe Bay, take bus #257 Vancouver Express to downtown Vancouver, and transfer to either bus #4 UBC or bus #10 UBC on Granville St.

By car

If you are traveling by car, drive westbound along either 4th Avenue, 10th Avenue, 16th Avenue, or 41st Avenue into Southwest Marine Drive

We have enclosed a variety of UBC campus.

Guest parking for participants staying on campus is available for a daily rate of \$5.00 + taxes in the parking lot surrounding the **Gage Towers**. For those who are not staying on Campus, there are numerous lots throughout the campus to choose from (see enclosed map – parkades and parking lots with ticket dispensers are marked accordingly).

Registration

Check in and registration for those staying on campus will take place on Sunday, July 13 between **3 pm and 9 pm**, in the lobby of the Gage Towers (see enclosed map for details). If you are planning to arrive later than 9 pm please call me ahead of time to make arrangements.

Please see enclosed information detailing all facility amenities.

Registration for those not needing accommodation will take place Monday, July 14 in the lobby of the Hennings Building (19 on UBC map) between 8 & 9 am.

We will provide you with your meal tickets at the time of registration. Please note that Literacy BC will not cover the cost of dinner, or meals on the weekends.

All classes, Monday July 14 to Friday, July 18 will be in the **Hennings Building** (19 on UBC map). **A-Laps course room 301 and Learning Communities course room 304.**

For all participants and instructors, there will be an appetizer and cash bar reception at Sage Bistro, University Centre (36 on UBC map), on Monday, July 14th at 6:00 pm.

Have a safe trip and a wonderful time at the Institute.

If you need more information or have any questions, don't hesitate to call us at 604-684-0624 or in BC toll free at 1-800-663-1293.

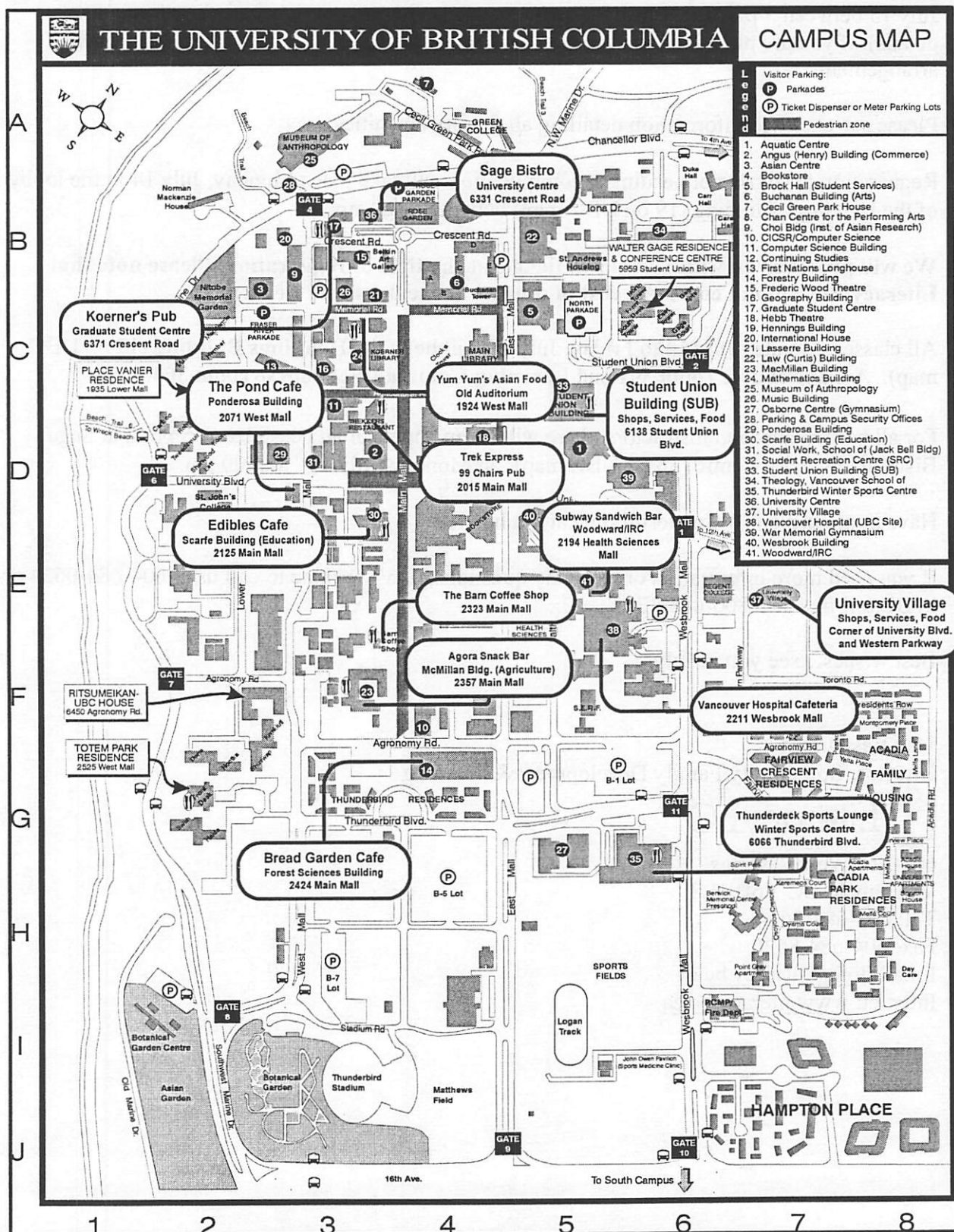
Best wishes...see you in July!

Jean Rasmussen
Director, Community/Family Development & Training



601-510 West Hastings
Vancouver, BC V6B 1L8
Tel: 604-684-0624
Fax: 604-684-8520
Email: info@literacy.bc.ca
Internet: www.literacy.bc.ca

UBC CAMPUS FOOD OUTLETS SUMMER 2003

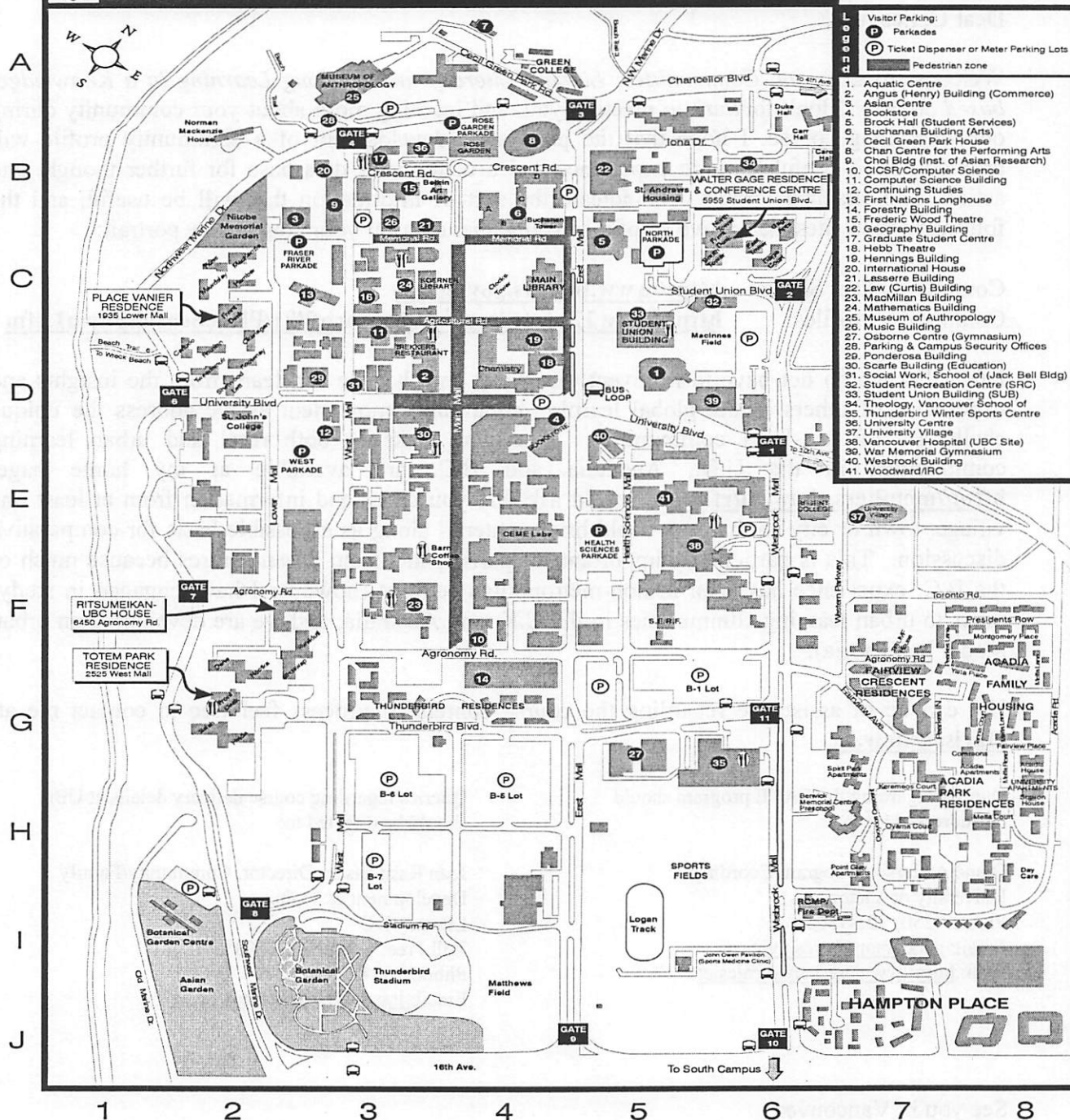




at The University of British Columbia
A DIVISION OF HOUSING AND CONFERENCES



CAMPUS MAP



APPENDIX 3 – Learning Communities Course Material

EDCA057 2003K1 W01—LEARNING COMMUNITIES: LINKING LITERACY AND LIFELONG LEARNING IN A KNOWLEDGE-BASED SOCIETY

Dear Colleagues,

Welcome to *Learning Communities: Linking Literacy and Lifelong Learning in a Knowledge-based Society*. I look forward to meeting you, and learning more about your community during our week-long course. I hope that the pre-course development of a community profile will provide both a useful learning experience and a community data base for further thought and action. The attached format will indicate the sort of information that will be useful, and the following Web sites may prove helpful as you gather data for your community portrait:

Community Fact Sheets: <http://www.bcstats.gov.bc.ca/>

Community Profiles: <http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm>

I feel that we do not have to re-invent the wheel and that we can learn from the insights and experience of others in the global learning community movement as we address the unique challenges of our local communities. Therefore links to both rural and urban learning communities in the U.K., Australia and B.C. are available at my home page: <http://members.shaw.ca/rfaris>. I would ask that you download information from at least one village, town or city so that you could bring material along as a possible basis for comparative discussion. This is particularly important for participants from urban centres because much of the B.C. experience has been in non-metropolitan settings (however I have engaged in study-visits to urban learning communities in the U.K. and Australia, and we are developing an urban model in Victoria).

If I can be of assistance regarding the course content or process feel free to contact me at: rfaris@shaw.ca.

Queries regarding the CACE program should be addressed to:

Diane Anderson, Program Coordinator
University of Victoria
Phone: (250) 721-7860
Email: danderson@uvcs.uvic.ca
Web: <http://www.uvcs.uvic.ca/csie/>

Queries regarding course delivery details at UBC should be directed to:

Jean Rasmussen, Director, Community/Family
Development & Training
Literacy BC
Toll Free: 1-800-663-1293
Phone: (604) 684-0624
Email: jrasnussen@literacy.bc.ca

See you in Vancouver.
Ron Faris

EDCA057 2003K1 W01—LEARNING COMMUNITIES: LINKING LITERACY AND LIFE-LONG LEARNING IN A KNOWLEDGE-BASED SOCIETY

Community Profile: Format

Each workshop participant will be asked to prepare and bring a 4 – 6 page socio-economic Community Profile and preliminary analysis of her/his community. In the case of those from larger centers, a neighbourhood analysis is suitable e.g. James Bay or Fairfield in Victoria. Use should be made of existing data sources including such bodies as a regional districts, civic or band governments, health authorities, school districts, social planning councils, library boards, Arts Councils etc. and/or census data or Stats Canada or BC data, and the references given (a brief foot or end note about the source of information).

Relevant information available in every public or educational library includes:

- British Columbia Regional Index – Ministry of Government Services
- Regional district information such as the regional district studies e.g. CRD Demographic Atlas 1999

Web Sites:

Community Fact Sheets are available at URL: <http://www.bcstats.gov.bc.ca/>

Community Profiles available at URL:
<http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm>

Various provincial ministries have relevant reports related to socio-economic conditions and can be searched at the Government of British Columbia Web sites.

This information will be used by participants during the Workshop as the basis for a possible learning-based community capacity building/development project in their community. The **Analytical Summary** (9 below) should identify one or more possible literacy-related issue areas that could be addressed by a learning community initiative. A learning objective of this exercise is to experience development of an evidence-based approach to community action. This pre-Workshop Profile will, based on complementary work during the week, serve as the introduction to the Community Action Plan that individuals or teams will be asked to produce as the Workshop deliverable.

Format:

1. Student Name
2. Community Name and Geographic Location
3. Brief Community History (3-5 paragraphs)
4. Demographic Scan (age distribution, marital status etc. including comparison with provincial averages e.g. twice as many pre-school children as provincial average)
5. Educational Attainment (level of schooling e.g. comparison with provincial average)
6. Economic Situation (main industry, types of businesses including comparison with provincial averages e. g. unemployment rates and trends)
7. Main Social Issues in Community
8. Characteristics Specific to Your Community (if any)
9. **Analytical Summary** regarding your view of the a) strengths, b) weaknesses, c) opportunities, and d) threats related to your community with a focus on literacy-related issues.

Ron Faris

July 2003

<i>LIFE-SPAN</i>	<u>Existing</u> Formal	Programs Non-Formal	<u>Needed</u> Formal	<u>Programs</u> Non-Formal
Infants 0-5				
Children 6-12				
Youth 13-19				
Young Adults 20-30				
Adults 31-60				
Seniors/Elders 60+				

LIFELONG LEARNING OPPORTUNITIES: Formal and Non-Formal Learning Opportunities by Community

Note: Formal includes all systematic credentialised programs while Non-formal encompasses all systematic, non-credentialised learning opportunities (e.g. for parents as well as children). The source of programs could come from any one of the 5 sectors e.g. education, civic/band, public/band (e.g. health), voluntary or economic (e.g. Community Futures)

<u>SECTORS</u>	<u>ORGANIZATIONS</u>	<u>INDIVIDUALS</u>
Civic		
Economic		
Public		
Education		
Voluntary/community		

CONSULTATION PROCESS SUMMARY: Key organizations and individuals consulted regarding their learning assets/needs and future relationship and roles in a learning community project

TOWARDS PRINCIPLES OF SERVICE-LEARNING

Principles

Robert Sigmon's Three Principles (1979)

1. Those being served control the service(s) provided;
2. Those being served become better able to serve and be served by their own actions; and
3. Those who serve also are learners and have significant control over what is expected to be learned.¹

Wingspread Principles of Good Practice for Combining Service and Learning (1989)

An effective and sustained program that combines service and learning:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all concerned.
10. Is committed to program participation by and with diverse populations.²

Principles of Good Practice in Community Service-Learning Pedagogy (1993)

1. Academic credit is for learning, not for service.
2. Do not compromise academic rigor.
3. Set learning goals for students.
4. Establish criteria for the selection of community service placements.
5. Provide educationally-sound mechanisms to harvest the community learning.
6. Provide supports for students to learn how to harvest the community learning.
7. Minimize the distinction between the student's community learning role and the classroom learning role.
8. Re-think the faculty instructional role.
9. Be prepared for uncertainty and variation in student learning outcomes.

¹ Sigmon, R., 1979, "Service-Learning: Three Principles", *Synergist*, 8 (1).

² Porter Honnet, E., and Poulsen, S. J., 1989, *Principles of Good Practice for Combining Service and Learning*, Johnson Foundation, Racine, Wisc.

10. Maximize the community responsibility orientation of the course.³

Critical Elements of Thoughtful Community Service (1993)

1. Community Voice
2. Orientation and Training
3. Meaningful Action
4. Reflection
5. Evaluation⁴

Serving Well: 10 Quality Indicators for Building Community through Lifelong Service and Learning (1997)

High quality service and learning....

1. Is for a Lifetime
2. Is for Everyone
3. Builds on Community Assets and Strengths
4. Benefits Giver and Receiver
5. Has Meaning
6. Develops Collaboration Skills
7. Creates New Ways of Solving Problems
8. Is Enriched by Reflection
9. Is Cumulative and Ongoing
10. Celebrates and Communicates the Experience⁵

³ Howard, J. (ed.), 1993, *Praxis: A Faculty Casebook on Community Service Learning*, OCSL Press, Ann Arbor.

⁴ Campus Outreach Opportunity League, 1993, *Into the Streets: Organizing Manual, 1993-94 Edition*, COOL Press, St. Paul, Minn.

⁵ This is an excerpt from Tice, Carol H., Angelis, Jane, and Poulsen, Susan J. (eds.) *Serving Well: 10 Quality Indicators for Building Community through Lifelong Service and Learning*. It is found at URL: <http://www.johnsonfdn.org/library/confrep/servingwell.html>

TOWARDS A DEFINITION OF SERVICE-LEARNING

Definitions

Robert Sigmon's Four Variations (1994)

1. "Service-LEARNING" - learning goals are primary and service outcomes secondary
2. "SERVICE-learning" - service agenda is central and the learning secondary
3. "Service learning" - absence of hyphen indicates the two are viewed as completely separate from each other
4. "SERVICE-LEARNING" - service and learning goals are of equal weight and the hyphen is essential⁶

Brevard Community College Definition (1994)

"At their best, service-learning experiences are reciprocally beneficial for both the community and the students. For many community organizations, students augment service delivery, meet critical needs, and provide a basis for future citizen support. For students, community service is an opportunity to enrich and apply classroom knowledge; explore careers or majors; develop civic and cultural literacy; improve citizenship, develop occupational skills; enhance personal growth and self-image; establish job links; and foster a concern for social problems, which leads to a sense of social responsibility and commitment to public/human service."⁷

Service-Learning in Higher Education (1996)

"Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning."⁸

American Association of Higher Learning Definition (1997)

"Service-learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility;

⁶ Sigmon, R., 1994, *Linking Service with Learning*, Council of Independent Colleges, Washington, D.C.

⁷ From Brevard Community College, The Power, July 1994

⁸ Jacoby, Barbara and associates, (1996), *Service-Learning in Higher Education: Concepts and Practices*, Jossey-Bass, San Francisco.

is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."⁹

Service-Learning in Canada: (1999)

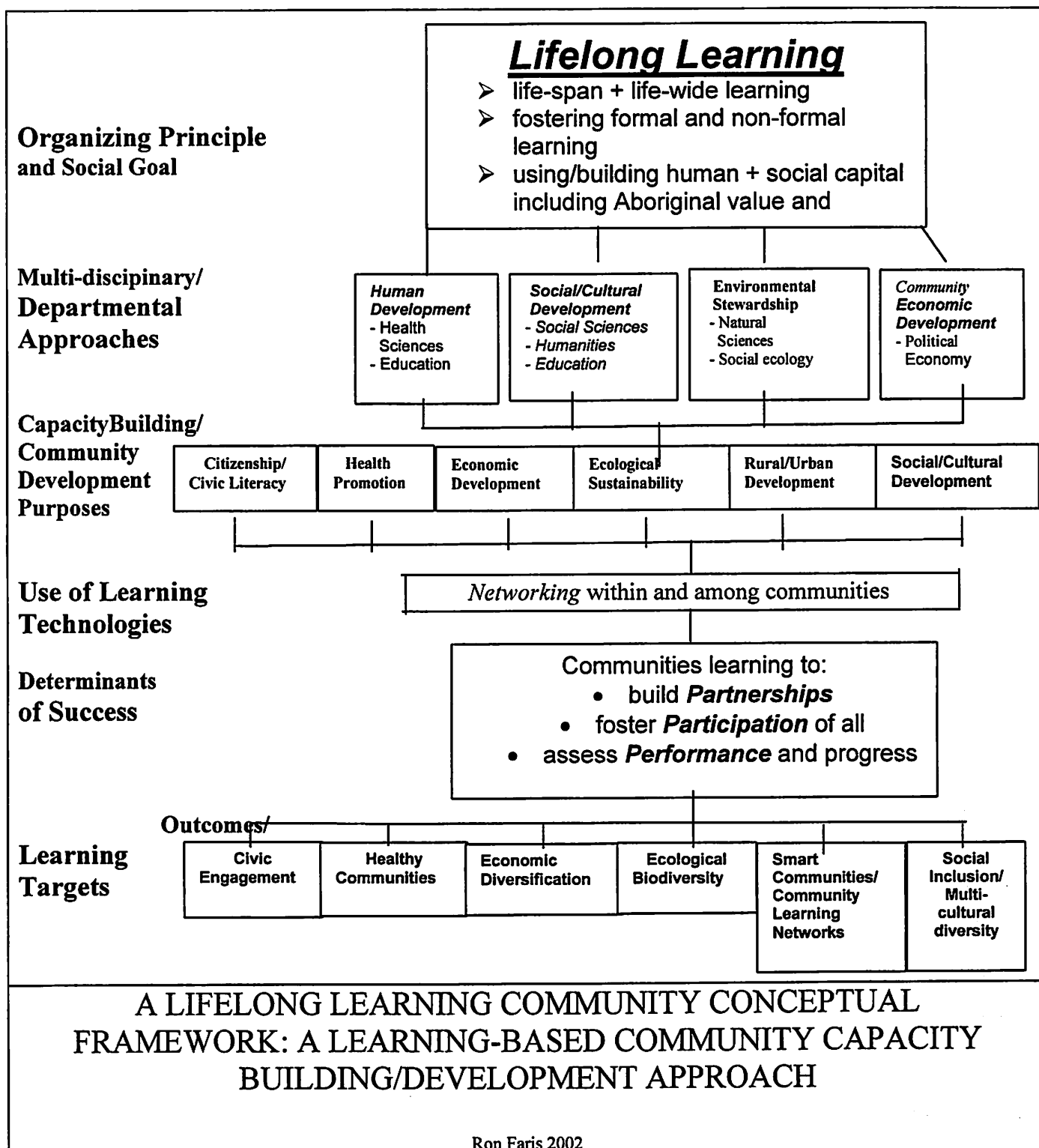
"Service-Learning is the integration of formal learning (academic, vocational-technical etc.) with student service in the voluntary or not-for-profit sector, in Canada or abroad, *for academic credit*. It is a form of experiential education/learning that emphasizes -

- reflective thinking
- reciprocal benefits to the student and the community/body involved.

Such service is normally without remuneration, save expenses. It is distinguished from voluntary/community service that is worthy but does not normally include a direct relationship to curricular or learning outcomes, or involve any systematic form of evaluation, such as candy stripe service.¹⁰

⁹ Used in the forthcoming American Association for Higher Education (AAHE) Series: *Service-Learning in the Disciplines*, entitled: *Writing the Community: Concepts and Models for Service-Learning in ...* (and condensed from the Corporation for National Service)

¹⁰ Faris, Ron, 1999, *Service-Learning in Canada: A Survey of Policy and Practice in the Public Education Systems of Canada and the Practice of Using Voluntary Service as a Means of Earning Post-Secondary Tuition Credit*, a report prepared for the Learning and Literacy Directorate of HRDC, Ottawa.



Measuring Social Capital in Five Communities in NSW

Overview of a Study

Paul Bullen & Jenny Onyx
with Neighbourhood and Community Centres March 1998

See Also: Social Capital: Family Support Services and Neighbourhood and Community Centres in NSW

Contents

1. What is Social Capital?
2. The Study: Measuring Social Capital in Five Communities in NSW
3. Principal Findings
4. The Elements of Social Capital
5. Practical Uses of the Social Capital Measure
6. More Information?

The paper provides a brief overview of the study "*Measuring Social Capital in Five Communities in NSW*". The full findings from the study are published in two reports. See section 6. *More Information* for details.

A useful site for social capital resources and background information is the World Bank Social Capital Site. It includes numerous articles and a discussion group.

Copyright Paul Bullen and Jenny Onyx
(New South Wales (NSW) is a State of Australia)

1. What is Social Capital?

Social capital is the raw material of Civil society. It is created from the myriad of everyday interactions between people. It is not located within the individual person or within the social structure, but in the space between people. It is not the property of the organisation, the market or the state, though all can engage in its production.

Social capital is a "bottom-up" phenomenon. It originates with people forming social connections and networks based on principles of trust, mutual reciprocity and norms of action.

✓ The term social capital was first used in the 1980s by Bourdieu and Coleman.

Robert Putman

Wide discussion of social capital was prompted after the publication in 1993 of *Making Democracy Work: Civic Traditions in Modern Italy* by Robert Putman. Putnam summarises some of his work:

Similar to the notions of physical and human capital, the term social capital refers to features of social organization – such as networks, norms, and trust that increase a society's productive potential....

Beginning in 1970, Italians established a nationwide set of potentially powerful regional governments. They were virtually identical in form, but the social, economic, political, and cultural contexts in which they were implanted differed dramatically ranging from the pre-industrial to the post-industrial and from the inertly feudal to the frenetically modern.

Some of the new governments proved to be dismal failures inefficient and corrupt. Others have been remarkably successful....

Contrary to our expectation, we were unable to explain the differences on the basis of such obvious factors as party politics, affluence, or population movements....

The historical record strongly suggests that the successful communities became rich because they were civic, not the other way round. The social capital embodied in norms and networks of civic engagement seems to be a precondition for economic development as well as for effective government. Civics matters. (PCD Forum March 6, 1995)

Eva Cox

In Australia Eva Cox generated considerable discussion of social capital through the 1995 Boyer Lectures. She said: *There are four major capital measures, one of which takes up far too much policy time and space at present. This is Financial capital. Physical capital makes it onto the agenda because of the environmental movement. So there are*

fierce debates on trees, water, coal and what constitutes sustainable development. Some types of physical capital and financial capital deplete with overuse, or become scarce or too expensive. We occasionally mention human capital - the total of our skills and knowledge but rarely count its loss in unemployment.

There has been too little attention paid to social capital... Social capital refers to the processes between people which establish networks, norms, social trust and facilitate co-ordination and co-operation for mutual benefit. These processes are also known as social fabric or glue, but I am deliberately using the term 'capital' because it invests the concept with the reflected status from other forms of capital. Social capital is also appropriate because it can be measured and quantified so we can distribute its benefits and avoid its losses.

We increase social capital by working together voluntarily in egalitarian organisations. Learning some of the rough and tumble of group processes also has the advantages of connecting us with others. We gossip, relate and create the warmth that comes from trusting. Accumulated social trust allows groups and organisations, and even nations, to develop the tolerance sometimes needed to deal with conflicts and differing interests....

Social capital should be the pre-eminent and most valued form of any capital as it provides the basis on which we build a truly civil society. Without our social bases we cannot be fully human. Social capital is as vital as language for human society.

Themes in the Literature

In the growing literature on social capital, a number of themes are emerging:

1. Participation in networks.

Key to all uses of the concept is the notion of more or less dense interlocking networks of relationships between individuals and groups. People engage with others through a variety of lateral associations. These associations must be both voluntary and equal.

Social capital cannot be generated by individuals acting on their own. It depends on a propensity for sociability, a capacity to form new associations and networks.

2. Reciprocity.

Social capital does not imply the immediate and formally accounted exchange of the legal or business contract, but a combination of short term altruism and long term self interest (Taylor, 1982). The individual provides a service to others, or acts for the benefit of others at a personal cost, but in the general expectation that this kindness will be returned at some undefined time in the future in case of need. In a community where reciprocity is strong, people care for each other's interests.

3. Trust.

Trust entails a willingness to take risks in a social context based on a sense of confidence that others will respond as expected and will act in mutually supportive ways, or at least that others do not intend harm.

4. Social Norms.

Social norms provide a form of informal social control that obviate the necessity for more formal, institutionalised legal sanctions. Social norms are generally unwritten but commonly understood formulae for both determining what patterns of behaviour are expected in a given social context, and for defining what forms of behaviour are valued or socially approved.

Some people argue that where social capital is high, there is little crime, and little need for formal policing.

Where there is a low level of trust and few social norms, people will cooperate in joint action only under a system of formal rules and regulations. These have to be negotiated, agreed to, litigated and enforced, sometimes by coercive means, leading to expensive legal transaction costs (Fukuyama, 1995).

5. The Commons

The combined effect of trust, networks, norms and reciprocity creates a strong community, with shared ownership over resources known as *the commons*.

The commons refers to the creation of a pooled community resource, owned by no-one, used by all. The short term self interest of each, if unchecked, would render the common resource overused, and in the long term it would be destroyed. Only where there is a strong ethos of trust, mutuality and effective informal social sanctions against "free-riders" can the commons be maintained indefinitely and to the mutual advantage of all.

6. Proactivity

What is implicit in several of the above categories is a sense of personal and collective efficacy. The development of social capital requires the active and willing engagement of citizens within a participative community. This is quite different from the receipt of services, or even of human rights to the receipt of services, though these are unquestionably important. Social capital refers to people as creators, not as victims.

2. The Study: Measuring Social Capital in Five Communities in NSW

Introduction

The study *Measuring Social Capital in five Communities in NSW* attempts to answer two questions:

- Is there such a thing as "social capital", is, does the concept have an empirically meaningful reality? And if so,
- Can we develop a valid practical measure of social capital?

The study suggests the answer to both questions is "yes".

The study measured social capital in five communities in NSW: Deniliquin, Greenacre, Narellan, Ultimo & Pyrmont and West Wyalong. These include rural, outer metropolitan and inner city communities. Over 200 people in each of the five communities (1211 people in all) were surveyed.

The study was a cooperative venture and has attracted support from many people and organisations. We would like to express our appreciation of the many individuals and groups who contributed. As well as the work of the authors, it has included support from:

- University of Technology Sydney (which provided partial funding for the project through a Faculty of Business Research Grant)
- The Local Community Services Association of New South Wales
- Neighbourhood and Community Centres especially the five Centres that undertook the survey in their areas:

Bankstown Community Services (Greenacre)

Camden Area Community Resource Centre (Narellan)

Deniliquin Council for Social Development (Deniliquin)

The Harris Centre (Ultimo&Pyrmont)

West Wyalong Neighbourhood Centre (West Wyalong)

- The many Academics and Practitioners who contributed to the development of the instrument and provided comment on the various drafts of this report.

Getting Started

The study began in October 1995 with exploratory discussions between a small group of academics and practitioners at a Centre for Australian Community Organisations and Management (CACOM) Advisory Committee meeting.

The Faculty of Business at UTS provided partial funding for the project in 1995/96 as a research grant.

The conceptual framework and key concepts were clarified by the researchers in the latter part of 1995 and the first half of 1996.

Drafting and Piloting the Questionnaire

A draft questionnaire was developed and was piloted by students at UTS (Sydney) and workers attending community services training sessions in Penrith, Taree and Tamworth (mid 1996).

The final questionnaire included several elements to tap each of the dimensions of:

Attitudes (value of self)

Trust/ perceived safety

Participation in the local community

Reciprocity

Personal empowerment

Diversity/ openness

Relations within the workplace

Attitudes to government

Demographic information.

Questionnaires - Out and Back

The questionnaire was finalised and each of the five Neighbourhood Centres involved was asked to obtain completed surveys for a reasonably random sample of 250 people in their community between the ages of 18 and 65.

The Sample

The Centres collected 1211 completed questionnaires from November 1996 to March 1997.

Data Analysis

The questionnaires were analysed independently by both authors using SPSS and Statistica. The goals of the statistical analysis were to:

- a) Identify which sets of attitudes, behaviours and knowledge were related to social capital (and which ones were not)
- b) Identify the elements of social capital (factors)
- c) Identify a good set of questions for future use in measuring social capital in other communities
- d) Identify whether or not social capital was correlated with gender and other demographic variables
- e) Describe the five communities in terms of the findings from a) to d) above.

The main statistical tool used was Factor Analysis. Factor Analysis tries to identify statistically the underlying dimensions of the set of questions, by locating clusters of questions that are related to each other. See: *Measuring Social Capital in Five Communities In NSW, An Analysis* for full details of the statistical analysis and study methodology..

3. Principal findings

Some of the principal findings from the study are:

1. Social capital is an empirical concept.
2. It is possible to measure social capital in local communities.
3. There is a generic social capital factor that can be measured.
4. There are also eight distinct elements that appear to define social capital. They are:

- A. Participation in local community
- B. Proactivity in a social context
- C. Feelings of Trust and Safety
- D. Neighbourhood Connections
- E. Family and Friends Connections
- F. Tolerance of Diversity
- G. Value of Life
- H. Work Connections

5. Four of the elements are about participation and connections in various arenas:

- A. Participation in local community
- D. Neighbourhood Connections
- E. Family and Friends Connections
- H. Work Connections.

6. Four of the elements are the building blocks of social capital:

- B. Proactivity in a social context
- C. Feelings of Trust and safety
- F. Tolerance of Diversity
- G. Value of life.

7. Social capital is not generally correlated with the demographic variables such as age, gender, etc. There are some exceptions, for example women are less likely to feel safe in their local communities than men; people with more children are likely to participate more in the local community than those with less children.

8. There are significant differences in levels of social capital between the five communities that were surveyed. For example, Deniliquin and West Wyalong have higher levels of social capital overall than the other three communities.

4. The Elements of Social Capital

In the study we identified 8 elements of social capital. Some of the questions that contributed to each of the elements are listed below. The questions are included here so you can gain a feel for the content of each of the eight elements.

A. Participation in the Local Community

1. Do you help out a local group as a volunteer?(16)
2. Have you attended a local community event in the past 6 months (eg, church fete, school concert, craft exhibition)?(29)
3. Are you an active member of a local organisation or club (eg, sport, craft, social club)?(31)
4. Are you on a management committee or organising committee for any local group of or organisation?(44)
5. In the past 3 years, have you ever joined a local community action to deal with an emergency?(46)

B. Proactivity in a social context

1. Have you ever picked up other people's rubbish in a public place?(14)
2. Do you go outside your local community to visit your family?(37)
3. If you need information to make a life decision, do you know where to find that information?(41)
4. If you disagree with what everyone else agreed on, would you feel free to speak out?(54)
5. If you have a dispute with your neighbours (eg, over fences or dogs) are you willing to seek mediation?(56)
6. At work do you take the initiative to do what needs to be done even if no one asks you to?(65) *(This question was only asked of those in paid employment)*

C. Feelings of Trust and Safety

1. Do you feel safe walking down your street after dark? (17)
2. Do you agree that most people can be trusted? (18)
3. If someone's car breaks down outside your house, do you invite them into your home to use the phone? (19)
4. Does your area have a reputation for being a safe place? (24)
5. Does your local community feel like home?(33)

D. Neighbourhood Connections

1. Can you get help from friends when you need it? (21)
2. If you were caring for a child and needed to go out for a while, would you ask a neighbour for help? (26)
3. Have you visited a neighbour in the past week? (28)
4. When you go shopping in your local area are you likely to run into friends and acquaintances? (39)
5. In the past 6 months, have you done a favour for a sick neighbour? (45)

E. Family and Friends Connection

1. In the past week, how many phone conversations have you had with friends?(34)
2. How many people did you talk to yesterday?(35)
3. Over the weekend do you have lunch/dinner with other people outside your household?(36)

F. Tolerance of Diversity

1. Do you think that multiculturalism makes life in your area better? (57)
2. Do you enjoy living among people of different life styles? (59)

G. Value of Life

1. Do you feel valued by society? (1)
2. If you were to die tomorrow, would you be satisfied with what your life has meant? (3)

H. Work Connections

Note: These questions were only asked of people in paid employment.

1. Do you feel part of the local geographic community where you work? (61)
2. Are your workmates also your friends? (62)
3. Do you feel part of a team at work? (63)

(The numbers in brackets indicate the question number in the original questionnaire.)

5. Practical Uses of the Social Capital Measure

The Social Capital Scale

The social capital scale developed in the study, like all empirically derived scales, is simplistic. That is both its strength and its weakness. Its weakness lies in the fact that no scale can deal adequately with the subtleties and complexities of human life, and what basically refers to the quality of life. It is nonsense to try and reduce the value of connectedness in the life of the community, to a number!

However, its strength lies in just this simplicity. In an economic rationalist world where ideology says "if you can't measure it, you can't manage it" some form of quantitative indicator of social capital is essential. The social capital scale provides just such a reliable and valid indicator of the underlying health of the community (for people who speak English as their first or second language within an Australian cultural context).

The social capital scale is but one simple indicator, and needs to be fleshed out with other, more qualitative methods such as the use of case studies and "thick descriptions" and reference to macro-social indicators such as crime or morbidity rates.

Questions

Some of the questions that different groups may wish to consider are:

Government

1. What are the impacts of policy changes on the social capital in the community?
2. What are the economic implications of increasing or reducing social capital?
3. Is the social capital in communities changing over time? Why?

Community Service Providers

1. Are human services being delivered in such a way that they not only deliver the service but also increase the community's social capital?
2. To what extent are the current service users connected into the fabric of the community and participating in the local community? How does their connectedness compare with the general level of connectedness in the local community?
3. Is the social capital in the local community changing over time? Why?
4. Does community development make a difference to the level of social capital in the community?

Employers

1. Are businesses and other organisation's culture and structures effective both in economic terms and in increasing the social capital in the community?
2. How can the workplace be changed so the way the workplace works supports the development of social capital?

Researchers

1. Are the social capital elements identified in this study culturally specific? Are the questions in the questionnaire culturally specific?

Practical Uses

These general questions can give rise to more specific practical questions. For example:

1. A community organisation could undertake surveys of the local community every two years to monitor the change in the level of the community's social capital over time.
2. A community organisation could measure the level of social capital of the local community (or a particular group in the community) before and after the implementation of a major community development project.
3. A community centre may wish to see how the levels of social capital in the local community compares with other communities, for example, the five communities that have been measured in this study - and so measure the social capital in their community and compare it with the results in this report.
4. An ethnic community organisation may wish to measure the level of social capital within its community and compare this with the levels of social capital in other communities?
5. A service provider may wish to measure the social capital in the local community and then compare this with the connectedness of a particular target group the service provider is working with. For example: Are Neighbourhood and Community Centres working with those who are already well connected into the fabric of the community or with those who have little connections (or both)?
6. An employer may wish to get a before and after measure of the connectedness of its employees in the social fabric of their communities before and after implementing an employee program designed to support the employees in their family and community connections.

In all these situations a questionnaire could be used as one strategy. A sample questionnaire is included in the Reports.

The report *Measuring Social Capital in Five Communities: A Practitioners Guide* provides the detailed information you would need to measure social capital in the situations above.

The 1997 LCSA Census of Neighbourhood and Community Centres has been designed to start to answer the question:

Are Neighbourhood and Community Centres in NSW working with those who are already well connected into the fabric of the community or with those who have little connections (or both)?

Exploring the answer to this question will help Neighbourhood and Community Centres examine their role in the Community.

The data from the LCSA 1997 Census will be analysed in conjunction with the data from the Study *Measuring Social Capital in Five Communities in NSW*.

A separate report on the findings from the 1997 LCSA Census will be available by mid-1998 from LCSA Tel: (02) 9211 3644.

6. More Information

The complete write-up of the study is in two reports. Report 1 is titled *Measuring Social Capital in Five Communities in NSW: an Analysis* (59 pages) and includes the material most likely to be of interest to an academic audience. It is published as a CACOM Working Paper Series (No 41) . It focuses on the conceptual and statistical analysis of the data as a whole. It is available for **\$20 plus postage from:**

Centre for Australian Community Organisations and Management (CACOM)

University of Technology, Sydney

Kuring-Gai Campus, PO Box 222

Lindfield, NSW, 2070 Australia.

Phone: Within Australia (02) 9514 5104

Fax: Within Australia (02) 9514 5583

Order Form

Report 2 is titled *Measuring Social Capital in Five Communities in NSW: A Practitioners Guide* (99 pages) and includes the material most likely to be of interest to community workers and government bodies. It is published by Management Alternatives Pty Ltd. The Practitioners Guide focuses on the findings for each of the five communities. It provides sufficient detail for practitioners to measure social capital in their own communities and have comparative data from other communities available in interpreting the results. It is available for **\$25 plus postage from:**

Management Alternatives Pty Ltd

PO Box 181

Coogee, NSW, 2034 Australia.

Phone: Within Australia (02) 9665 7737

Fax: Within Australia (02) 9315 7542

Source: <http://www.mapl.com.au/A2.htm>

Literacy skills for the knowledge society: further results from the International Adult Literacy Survey

Catalogue No. 89-556-XPE

Release date: October 31, 1997

Abstract:

Literacy skills for the knowledge society, the second comparative report from the International Adult Literacy Survey, presents new findings for 12 Organisation for Economic Co-operation and Development (OECD) countries. Low literacy is a much larger problem than previously assumed in every country surveyed: from one-quarter to over one-half of the adult population fail to reach the threshold level of performance considered as a suitable minimum skill level for coping with the demands of modern life and work.

There are significant differences among member countries in how literacy skills are distributed in the population. In some, performance is skewed towards exceptional achievement among a minority in the work force; in others skills are more evenly distributed, with fewer people on the lowest level. Differences in the skill profiles of nations have implications for continued economic prosperity, democracy and social cohesion because jobs in knowledge societies require high levels of skill.

Improving the literacy skills of a large number of adults is a high priority everywhere, but how can this be done? This report suggests that active and daily practice at work and at home is the key. Employers in particular have a large role to play, because of the importance of the work environment to much adult learning.

Source: Statistics Canada

<http://www.statscan.ca/english/IPS/Data/89-556-XPE.htm>

Canada Beats USA - But Loses Gold to Sweden

By Andrew Jackson

Director of Research

Canadian Council on Social Development

March 8, 2002



Twenty-Five Key Indicators of Social Development

Legend:

- Gold
- Silver
- Bronze

Canada



US



Sweden



INCOME AND POVERTY

1. Income per Person (%US)	79.0%	100.0%	70.2%
2. Poverty Rate	10.3%	17.0%	6.4%
3. Child Poverty Rate	15.5%	22.4%	2.6%

JOBS

4. Employment Rate	71.1%	74.1%	74.2%
5. Unemployment Rate	6.8%	4.0%	5.9%
6. Working Long Hours	22.0%	26.0%	17.0%
7. Low Paid Jobs	20.9%	24.5%	5.3%
8. Earnings Gap	3.7	4.6	2.2

EMPLOYMENT SECURITY

9. UI Benefits as % Earnings	28.0%	14.0%	29.0%
10. Jobs Supports (%GDP)	0.5%	0.2%	1.8%
11. Unionization Rate	36.0%	18.0%	89.0%

SOCIAL SUPPORTS

12. Health Care (Public Share)	69.6%	44.7%	83.8%
13. Tertiary Education (Public Share)	60.0%	51.0%	91.0%
14. Private Social Spending	4.5%	8.6%	3.0%

HEALTH

15. Life Expectancy (Men)	75.3	72.5	75.9
16. Life Expectancy (Women)	81.3	79.2	81.3

17. Infant Mortality/100,000	5.5	7.2	3.5
CRIME			
18. Homicides per 100,000	1.8	5.5	NA
19. Assault/Threat per 100,000	4.0	5.7	4.2
20. Prisoners per 100,000	118	546	71
EDUCATION			
21. Adults/Post Secondary Ed.	38.8%	34.9%	28.0%
22. High Literacy (% Adults)	25.1%	19.0%	35.5%
23. Low Literacy (% Adults)	42.9%	49.6%	25.1%
24. Grade 12 Math Score	519	461	552
CIVIC PARTICIPATION			
25. Voter Turnout	56.2%	49.1%	83.2%

As we've all heard *ad nauseam*, Canada lags behind the USA in terms of productivity. But how are we doing in when it comes to our social performance? In the afterglow of our gold-medal victories over our neighbours to the south, it seems timely to present a scorecard.

The bottom line? Canada beats the U.S. hands down on most social indicators, but we still fall well short of the Swedes. So there's reason for pride, but not for complacency.

Our 25-indicator scorecard looks at income and poverty; jobs; employment security; social supports for families; health; crime; education; and civic participation. In terms of average income, it's no surprise that we lag behind the U.S. Adjusted for purchasing power, the average Canadian family has 21% less income than the average American.

But our income is much more equally distributed. Using a common definition of poverty (having less than half the income of the average family), one in ten Canadians are poor compared to one in six Americans and just one in sixteen Swedes. One in six Canadian kids is poor, compared to almost one in four American children.

When it comes to jobs, the U.S. wins in terms of low unemployment, but there is little difference between the three countries in the proportion of people who have jobs. The U.S. does worse than Canada, however, when it comes to the quality of jobs, and here we both compare badly to the Swedes.

A common definition for being "low paid" is being paid one-third less than the national average. If we use this definition to compare the workforces of the three countries, 21% of Canadian workers are low paid, compared to 25% in the U.S. and just 5% in Sweden. More Americans than Canadians and Swedes work in jobs with very long hours. And Americans are much less likely to be in a union, to have access to unemployment insurance, and to qualify for government paid retraining programs. One of the biggest differences is in terms of social supports, where Canada again stands between the U.S. and Sweden. American families have to pay much more out of their own pockets for health care and education, which wipes out a lot of the

benefits of those vaunted lower taxes.

Governments pick up 70% of the cost of health care and 60% of the cost of higher education in Canada, compared to 45% and 51% in the U.S. Overall, American families spend 9% of GDP on social protection – everything from health care to pensions – out of their own pockets, compared to only 4% in Canada and 3% in Sweden.

Greater income equality and more citizenship entitlement programs make Canada and Sweden clear winners over the U.S. when it comes to health outcomes, crime rates, and educational attainment. And we get to enjoy it longer -- Canadians live more than two years longer than Americans: 75 years compared to 72 years for men, and 81 years compared to 79 years for women.

We in Canada are much, much less likely to be victims of violent crime than Americans. The murder rate in the U.S. is a staggering three times higher. And, for every 100,000 people, the U.S. has 546 prisoners, compared to 118 in Canada and just 71 in Sweden.

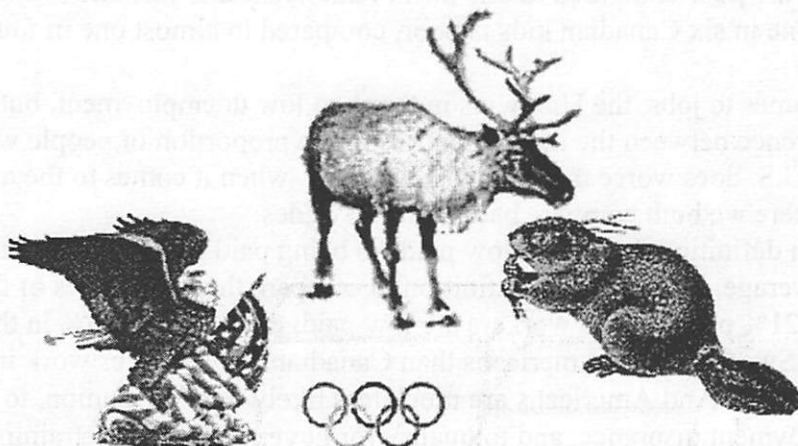
Based on the results of the International Adult Literacy Survey, 50% of Americans have low literacy skills, compared to 43% of Canadians and just 25% of Swedes. At the other end of the skills scale, 39% of Canadian adults have completed post secondary education, compared to 35% of Americans and 28% of Swedes.

Finally, Canadians are more likely to be politically involved than Americans, though both of us compare badly to the Swedes: 56% of Canadians vote in Parliamentary elections, compared to 49% of Americans and 83% of Swedes.

Beating the U.S. for the silver medal is something to be proud of, but we should be aiming to wrestle that gold away from the Swedes. Perhaps it's time to put some of our national pride to work to better our social performance.

Final Medal Standings

			
GOLD	2	20	4
SILVER	3	2	19
BRONZE	20	2	2



NOTES AND SOURCES

Unless otherwise indicated, data are from the OECD Social Indicators Database.

1. GDP per capita at purchasing power parity for 2001 (OECD estimate.)
2. Poverty defined as less than half the median income of an equivalent household.
3. Definition of poverty as in 2. Source: UNICEF. Child Poverty in Rich Nations. 2000.
4. Proportion of population age 15-64 in employment. OECD Employment Outlook. 2001.
5. Source as in 4.
6. Men working more than 45 hours per week. OECD Employment Outlook. 1998.
7. Low pay is employed in a full-time job and earning less than 2/3 the median hourly wage.
8. Ratio of the top to bottom 10% (ie top of 9th decile to top of 1st decile of earners.)
9. Earnings replacement rate: average by family type and unemployment duration.
10. Public spending on training and labour adjustment (excluding income support) as % GDP.
11. OECD Employment Outlook. 1998.
12. Public share of total health care expenditures.
13. Public share of tertiary education sector revenues. Education at a Glance. OECD.
14. Private social spending (health, pensions, disability insurance etc.) as % GDP.
15. and 16. Life expectancy at birth.
18. Rate per 100,000 population. Statistics Canada Daily. December 18. 2001
19. Victimization rate as reported by persons per 100,000.
21. Percentage of adults with post secondary qualifications (not including CEGEPs.)
22. and 23. Data from International Adult Literacy Survey.
24. Data from Third International Math and Science Survey.
25. Voting in Parliamentary elections, 1995-99

Source: Canada Council on Social Development
<http://www.ccsd.ca/pubs/2002/olympic/indicators.htm>

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Ron Faris Ph. D.

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